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Article

Local Wisdom-Based Educational Administration as a Strategy to Strengthen Students' Cultural Identity

Niken Ratna Dila¹, Diah Susanti²

¹²Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo, Indonesia

* Corresponding Address: nkrtndl@gmail.com

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ABSTRACT

Designing educational administration based on local wisdom possesses strategic potential to strengthen students' cultural identity. This study aims to identify local cultural values that can be integrated into educational governance. Furthermore, it analyzes the role of administration in shaping students' cultural identity. The method employed is a literature review of several journal articles published between 2020 and 2025. The review reveals that school policies, reporting systems, regulations, and institutional visual elements can incorporate values such as mutual cooperation, courtesy, deliberation, and local cultural symbols into the administrative system. Educational administration based on local wisdom functions as a medium for cultural value internalization, character formation, institutional identity reinforcement, and cultural preservation documentation.

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INTRODUCTION

Education is a forum or institution that strives to adapt and shape human behavior in accordance with the standards of knowledge it possesses. Through education, individuals not only develop cognitive abilities, but also values, ethics, and cultural insights that become an integral part of their identity. Therefore, the higher the quality of a nation's education, the stronger the foundation of its civilization and character (Dora et al., 2021).

Education serves as a means of instilling knowledge, understanding, values, and character formation, although some of these aspects are inherited through culture. The structure of school programs is transmitted through educational innovation, particularly through efforts to transform educational units to achieve better learning outcomes. As part of the effort to achieve the Pancasila Student Profile, this program aims to improve students' abilities in both cognitive (such as literacy and numeracy) and non-cognitive (such as character) (Mutiarra et al., 2022).

Due to the social and cultural shifts that have occurred with the advent of globalization, the world of education faces many challenges. Today, students must be globally competitive with strong academic mastery and character. However, modernization also has negative effects, namely the marginalization of local cultural values that should serve as a national identity. Therefore, it is crucial to incorporate elements of local wisdom into educational management as the primary foundation for student character development (Jauhari & Ripki, 2025).

This situation is further challenged by rapid social and technological change, which often makes the younger generation more connected to external cultures than to their own. Therefore, it is crucial to create initiatives that can strengthen a sense of cultural identity among the younger generation, enabling them to recognize, understand, appreciate, and preserve their cultural heritage (Sarumaha et al., 2024). This phenomenon requires various parties to collaboratively strive to revitalize the younger generation's sense of care and responsibility for the noble cultural values passed down through generations, which serve as a unifying force for the nation's collective identity (Dora et al., 2021).

One approach considered effective in reinstilling local cultural values is local wisdom-based education. This approach aims to integrate cultural values, traditions, and local knowledge into the learning process and education management system. Education based on local wisdom serves not only to transfer knowledge but also to shape the character of students who are aware of their cultural traditions (Sarumaha et al., 2024). With this approach, students are taught to recognize, appreciate, and apply local values in their daily lives.

Local wisdom in Indonesia encompasses various social values and practices embedded within communities, such as gotong royong (a sense of togetherness and solidarity), unggah-ungguh (courtesy and respect), musyawarah mufakat (joint decision-making), and ajeg (steadfastness and consistency). These values persist in community life through social activities, traditions, and religious ceremonies, and serve as ethical guidelines for interactions (Walad et al., 2025) and (Wulandari et al., 2024). In education, these values have the potential to significantly develop students into individuals with character, courtesy, discipline, and concern for the community.

Local wisdom can also be integrated into educational administration policies, such as the development of School Work Plans (RKS), regulations, reporting, and institutional symbols, so that schools function not only as academic institutions but also as centers for cultivating local values (Nurhayati & , Langlang Handayani, 2020). For example, the value of cooperation can be applied in collaboration between teachers and the implementation of work programs at school. The value of good manners is reflected in polite administrative communication, and the value of consistency is instilled through discipline in reporting and attendance. Thus, school management plays a role not only technically but also as a tool for internalizing cultural values that strengthen student identity.

However, the implementation of local wisdom-based education still faces various obstacles. One of the main gaps is the national curriculum, which tends to be uniform and lacks flexibility to local contexts. Furthermore, many educators still do not understand how to effectively integrate local cultural values into the learning process (Pertahanan & Indonesia, 2024). This situation results in a lack of attention to the potential of local culture in student character-building strategies.

To address these challenges, educational administration strategies are needed that are not only technical but also responsive to local social and cultural dynamics. Educational management needs to be designed to enable schools to become centers for cultural preservation while strengthening student character. Integrating local wisdom values into the educational administration system can be a strategic step in rebuilding the cultural identity of the younger generation amidst the dominance of global culture (Walad et al., 2025).

With this background in mind, this study aims to examine how educational administration based on local wisdom can contribute to enhancing students' cultural identity. This research is expected to help develop educational models that are more appropriate to the cultural context and shape character that is more in line with local wisdom.

METHOD

This research uses a descriptive qualitative approach using a literature review method, which aims to critically analyze several existing research findings on local wisdom-based administration and strengthening students' cultural identity. This approach was chosen because the primary focus of this research is to explore the meaning, context, and frameworks that develop within educational administration practices. This is directly related to the cultural values applied in these practices. The literature review method also allows researchers to reflect on, compare, and synthesize various previous studies into a more comprehensive conceptual framework (Snyder, 2019).

The subjects of this study were scientific journal articles published within the last five years, focusing on the main topics of educational administration or management, local wisdom, and students' cultural identity. The primary sources used to support the journal review were accredited and openly accessible national journals, such as Google Scholar, Garuda, and DOAJ. Specific criteria used in the articles included topic relevance, appropriate methodological design, data clarity, and theoretical and practical contributions to the theme under study.

The main instrument in this study was a content analysis sheet containing indicators such as: research objectives, location or context of the study, approaches and methods used, key findings, and their relevance to the dimensions of local wisdom-based educational administration. Content analysis techniques were used to extract information from academic texts and classify it into more specific themes.

The data collection process involved three steps:

- Identifying and selecting articles. Researchers conducted an initial search using relevant keywords such as "local wisdom-based educational management," "strengthening students' cultural identity," and "local wisdom educational administration." Articles irrelevant to the research theme were eliminated.
- Evaluating article eligibility. Articles were reviewed for design accuracy, data validity, and alignment with the research theme. This aspect is closely related to the importance of maintaining the validity and reliability of secondary data sources.
- Classifying and categorizing content. Eligible articles are then classified based on themes, such as locally based management strategies, their influence on student character formation, forms of local value integration, and implementation challenges.
- The final stage is data reduction, which involves summarizing and rearranging the study data into meaningful information aligned with the research objectives. Furthermore, researchers also conduct conceptual synthesis and conclusions to explain general findings based on local wisdom that can be applied in education.

To further clarify the relationship between literature, local wisdom values, and aspects of educational administration, a mapping table is presented from the results of the literature review:

Table 1. Literature Review Mapping (2020-2025)

No	Author & Year	Focus Area	Local Wisdom Identified	Educational Administration Aspect	Main Findings
1	Nurhayati & Handayani (2020)	Collaboration in school management	Mutual cooperation	Teacher teamwork, School Work Plan (RKS)	Promotes inclusive management and strengthens social cohesion
2	Dora et al. (2021)	Character education based on culture	Empathy, tolerance, and care	Administrative reflection and evaluation forms	Embeds cultural empathy into school routines
3	Tohri et al. (2022)	Democratic participation	Deliberation	Committee meetings, collective decision-making	Encourages participatory administration and shared accountability
4	Sutrisno & Rofi'ah (2023)	Character formation and consistency	Ajeg	Attendance records, task reporting	Enhances administrative discipline aligned with local values

No	Author & Year	Focus Area	Local Wisdom Identified	Educational Administration Aspect	Main Findings
5	Syahfitri (2024)	Digital-based cultural integration	Digital local wisdom	E-documentation, online cultural reports	Supports digital preservation of cultural heritage
6	Wulandari et al. (2024)	Institutional identity and pride	Cultural symbols (batik, local language)	School uniforms, banners, logos	Increase students' cultural pride and sense of belonging
7	Jauhari & Ripki (2025)	Student discipline and reporting ethics	Courtesy/etiquette	Reporting, communication, and student records	Builds cultured and ethical administrative behavior

RESULT AND DISCUSSION

Result

Studies show that globalization, particularly through technology and social media, has reduced students' awareness of local wisdom. Because they have easy access to other cultures, they are more interested in exploring and imitating foreign lifestyles. However, indigenous cultural principles such as tolerance, social ethics, environmental stewardship, and mutual cooperation (gotong royong) are beginning to be marginalized. This phenomenon not only changes students' lifestyles but also their cultural identity. As a result, emerging behavior tends to be more individualistic and less reflective of the tolerance and togetherness that characterize local culture.

A. Local Wisdom Values in the Administration of Teachers and Students

A literature review of various journals indicates that local wisdom values can be systematically integrated into the educational administration system to strengthen the cultural identity and character of students. The results demonstrate that educational administration is not only concerned with technical processes but can also serve as a tool to maintain contextual cultural values.

The value of mutual cooperation (gotong royong) has become a staple in Indonesian culture and can be applied in school administration activities. Gotong royong occurs when teachers collaborate to create School Work Plans (RKS), students collaborate in classroom activities, and community involvement in school activities. According to (Nurhayati & , Langlang Handayani, 2020) and (Sarumaha et al., 2024), implementing gotong royong in schools can help create an inclusive administrative system and increase social cohesion.

The value of good manners or etiquette is also crucial for managing student administration. The administrative application of these values is demonstrated through the use of polite, culturally appropriate language in correspondence between teachers, students, and guardians, as well as in recording student behavior and ethics. This is in line with the findings of (Jauhari & Ripki, 2025), which demonstrate that an etiquette-based approach to student discipline and reporting has the potential to create a cultured and ethical communication pattern within the school environment.

Furthermore, it was found that *ajeg*, or steadfastness and commitment to responsibility, are important values in school management. To achieve this goal, these values can be instilled through routine attendance recording, teacher assignment reporting, and student assignment execution. According to (Suttrisno & Rofi'ah, 2023), improved student discipline and administrative compliance are due to the integration of *ajeg* values into the Pancasila student profile strengthening project.

Deliberation, as a local democratic principle, also influences administrative decision-making processes in schools, such as committee meetings, activity planning, and teacher task allocation. This is reinforced by (Tohri et al., 2022), who argue that local wisdom-based learning is not only important in the learning process but also in school governance to ensure it remains aligned with local community values.

From a learning perspective, local values such as cultural symbols, folklore, and traditional practices can also be incorporated into curriculum administration processes. For example, this is reflected in thematic learning schedules, documentation of culture-based activities, and reports on student project results that refer to local resources. (Annisha, 2024) states that the independent curriculum provides a significant opportunity to integrate local wisdom into learning administration systems, such as teaching modules, evaluation plans, and reporting on student achievement.

Conversely, according to (Sarumaha et al., 2024), in their research on culture-based education in South Nias, they found that students' identity and sense of belonging to their culture are indirectly formed through school documentation containing local symbols and terms (such as the school motto and classroom names). This suggests that school management can also function as a symbolic space that helps identify cultural identity.

Therefore, studies from several journals indicate that the educational administration system can integrate local wisdom values such as mutual cooperation (gotong royong), politeness (upah ungguh), consistency (ajeg), deliberation (musyawarah), and local cultural symbols. These values can systematically and sustainably shape character and strengthen students' cultural identity through administrative interactions, documents, and procedures.

B. The Role of Local Wisdom-Based Educational Administration in Shaping and Strengthening Students' Cultural Identity

According to the analysis of several scientific articles, educational administration that incorporates local wisdom principles plays a crucial and strategic role in building and strengthening students' cultural identity. This role is evident in several aspects of the administration, including school policies, activity management systems, and governance, as well as the icons used in the school.

First and foremost, school administration serves as a platform for integrating local cultural principles. Administration not only helps record or organize technical arrangements, but also helps students learn about local cultural norms. According to research conducted by (Sarumaha et al., 2024), students' cultural awareness gradually increases when the administration implements activities based on customs, language, local customs, and cultural symbols. Students' cultural identity can be found in their daily lives through the school system they attend, so it becomes less of an abstract concept.

The second function is as a tool for fostering cultural discipline and character. It has been proven that school management that incorporates local values into school regulations, student reporting systems, and daily activity plans can help strengthen character traits that align with students' culture. As stated by (Jauhari & Ripki, 2025), strengthening local culture through administrative policies creates a learning environment imbued with noble values such as etiquette, mutual cooperation, and social responsibility.

Third, administration instills an attitude of appreciation and respect for culture in students and makes it part of the institutional identity. A study by (Wulandari et al., 2024) found that educational institutions that explicitly use local elements, such as regional batik motifs on student uniforms and mottos in their mother tongue on school letterheads or banners, have the ability to increase students' sense of pride in their own culture. This helps students feel closer to their identity as part of their local cultural community.

Fourth, administration assists in cultural preservation and documentation, which has an impact on strengthening students' identity. (Dora et al., 2021) emphasizes that administrative systems, such as archiving cultural activities, self-development report books based on local values, and documentation of collaborations with traditional leaders, enable students to learn from real-life experiences and be directly involved in the cultural preservation process.

Fifth, a participatory approach allows administration to strengthen social relationships between schools and cultural communities, which indirectly shapes students' collective identity. Research conducted by (Sutrisno & Rofi'ah, 2023), revealed that the involvement of indigenous communities in the decision-making process for local wisdom-based school programs strengthens students' position as part of the larger cultural community. Practices that strengthen students' identity include administratively managed but culturally based activities, such as reporting learning outcomes with cultural stories, aligning activity calendars with traditional holidays or regional festivals.

Thus, the findings indicate that educational administration is a highly effective means of cultural transformation in shaping and strengthening students' cultural identity, in addition to serving as a management tool. The educational administration system has the potential to increase students' cultural awareness, sense of belonging, and pride in their own culture through the use of structures, symbols, routine practices, and community involvement.

Discussion

A. Local Wisdom Values in the Administration of Teachers and Students

Local wisdom is a collection of principles, customs, and social habits inherited from the cultural experiences of a community. Local wisdom can be incorporated into learning and educational administration systems, encompassing relationships between school members and management aspects. A new paradigm for character-based, contextual, and humanistic administration emerges as a result of this integration.

The value of cooperation fosters a strong spirit of collaboration within the school environment. For educators, this value is evident in the collaborative development of the School Work Plan (RKS), collaboration between teachers in planning activities, and program management based on local culture (Nurhayati & , Langlang Handayani, 2020) and (Sarumaha et al., 2024). For students, mutual cooperation is evident in class duty, community service, and collaborative projects that teach the values of togetherness and empathy (Sutrisno & Rofi'ah, 2023).

Implementing ethical values is crucial for teachers, for example, in communication between teachers, interactions with students' parents, and report writing, which prioritizes politeness (Jauhari & Ripki, 2025) and (Chotimah, 2018). For students, ethical values are also used when communicating formally with teachers or staff, such as when requesting permission or asking questions, using polite language.

Ajeg (consistency) reflects steadfastness, consistency, and discipline in carrying out administrative tasks. For teachers, consistent values are evident in report writing, attendance recording, and dedication to school programs (Sutrisno & Rofi'ah, 2023) and (Noor, 2020). Conversely, for students, consistency is evident in their adherence to administrative regulations, timely report submission, and participation in routine school activities (Wulandari et al., 2024).

Deliberation, as a principle of local democracy, is a crucial element in the administrative decision-making process. For educators, deliberation is utilized in committee meetings, task allocation, and program evaluation (Tohri et al., 2022). For

students, deliberation is used to elect class leaders, plan class activities, and develop inclusive schedules (Suttriso & Rofi'ah, 2023).

The use of local cultural symbols, such as batik patterns, local languages, or traditional symbols, creates a shared identity in school management. According to (Sarumaha et al., 2024) and (Wulandari et al., 2024), the application of local cultural symbols in the school administrative environment not only strengthens the institution's identity but also increases students' sense of pride in their own culture.

In the digital era and Society 5.0, local wisdom principles such as collaboration, mutual respect, and discussion remain relevant. These values can be integrated into digital administration systems through the use of online platforms that support collaboration, effective communication, and participatory decision-making. (Studies & Bilgiler, 2020) state that education that incorporates the values of collaboration, empathy, and social justice into curriculum practices plays a role in strengthening students' global character. This demonstrates that Indonesian local wisdom values can play an active role in shaping students who are not only culturally grounded but also possess adaptive global competencies.

According to (Tohri et al., 2022), incorporating local culture into the school management system can enhance collective spirit and social accountability among students and educators. (Zulkarnaen, 2022) emphasizes that values such as honesty, responsibility, cooperation, and spirituality are particularly suitable for inclusion in student management systems. In other words, schools that integrate local wisdom into their administrative systems can create an organizational culture that shapes the character of the entire school community. This is because local values are not only taught but also practiced structurally and systemically.

B. The Role of Local Wisdom-Based Educational Administration in Shaping and Strengthening Students' Cultural Identity

Local wisdom-based educational administration plays a strategic role in shaping students' cultural identity because it not only serves as a means of coordination and control, but also serves as a medium for internalizing and representing cultural values, a source of documentation of local values, and a strengthening of students' collective bonds with their communities.

1. Media for Internalizing Cultural Values.

According to (Balaya & Zafi, 2020), students more easily absorb cultural values when their systems (not just learning materials) reflect them. For example, the form of activities, attendance reports, duty schedules, or even class organizational structures that use local terms serve as "entryways" for cultural values into students' minds.

Students who continually interact with cultural symbols and language at school will develop an identity linked to that culture, according to (Sarumaha et al., 2024). This is a systemic way to strengthen implicit cultural identities.

2. Means of Forming Character and Cultural Discipline.

Administrative standards such as learning contracts, attitude assessments, and rules encourage students to internalize local ethics. (Dora et al., 2021) found that local values, such as mutual respect, empathy, and courtesy, can shape culturally rooted character. (Zulkarnaen, 2022) emphasized the importance of an administrative habituation system that builds character rather than simply establishing rules.

3. Symbols of the School's Cultural Identity.

Schools that incorporate local cultural elements into their institutional identity, such as uniforms, letterheads, and mottos, create an emotional connection between students and their culture. (Wulandari et al., 2024) stated that students' pride and

cultural attachment to their school and their region of origin are fostered through visual visualizations such as infographics, cultural activities, or report designs themed around local wisdom.

4. Instruments for Documentation and Cultural Preservation.

Administration also serves as a cultural record when schools maintain reports on students' cultural projects, documentation of traditional activities, or culturally based participatory meetings. According to (Andriani & Tanjungpura, 2024), culturally based documentation helps preserve local identity and serves as a source of intergenerational learning.

5. Social and Collective Cultural Bridges.

According to (Nurhayati & , Langlang Handayani, 2020) and (Sutrisno & Rofi'ah, 2023), participatory social processes and collaboration in school administrative policy-making can shape students' cultural identity. This determines students' collective identity as members of the local community.

Despite its important role, educational administration based on local wisdom also has a strength, namely its ability to present cultural values in students' daily lives in a structured and sustainable manner. This strength serves as a key asset in building character based on regional cultural values. However, there are still weaknesses that become obstacles, namely the uneven understanding and skills of teachers in integrating local cultural values into school management. As a result, some educational institutions only use cultural values as symbols, without providing deeper meaning.

Furthermore, the opportunities are vast. Support from national policies, such as the Law on the Advancement of Culture, as well as global trends that increasingly emphasize the importance of culture-based education, provide a strong foundation for developing educational administration rooted in local wisdom. Advances in digital technology also open up new opportunities for broader and more creative publication and documentation of local cultural values. However, challenges remain, including the current of cultural globalization, which increasingly dominates the choices of the younger generation and tends to change local cultural values. Furthermore, the national curriculum tends to be uniform and the risk of inauthentic documentation of local culture poses a significant obstacle to strengthening students' cultural identity through the education system.

The challenges in implementing educational administration based on local wisdom can be addressed through various strategic solutions. First, developing the competency of teaching staff is a primary focus. Continuous training and guidance are essential so that teachers have in-depth insight into the integration of local wisdom values into school management, not just limited to learning content (Syahfitri, 2024).

Second, developing a participatory and contextual learning environment is crucial for increasing student engagement. Adapting activity schedules to local wisdom, implementing cultural symbols in official documents, and involving students in activities based on the values of mutual cooperation and deliberation are concrete actions that can be taken (Wulandari et al., 2024).

Third, the use of digital technology is a crucial solution for recording and disseminating local cultural values. The use of online platforms allows for the development of more engaging and accessible learning materials, thus supporting cultural preservation amidst technological developments (Syahfitri, 2024).

Fourth, collaborating with local cultural communities is crucial. The involvement of community leaders and cultural institutions plays a role in ensuring the authenticity of the cultural values being implemented and strengthening students' collective identity

(Pertahanan & Indonesia, 2024). Therefore, more flexible policy support is needed so that schools can adapt their administrative practices to local cultural values.

The integrated implementation of this solution is expected to make educational administration based on local wisdom a strategic tool in strengthening students' cultural identity and preserving local culture amidst globalization.

CONCLUSION

According to research, educational administration based on local wisdom plays a strategic role in strengthening students' cultural identity. Within the educational administration system, local values such as mutual cooperation (gotong royong), etiquette (manners), ajeg (conciliation), and deliberation (musyawarah) can be incorporated into policy documents, management practices, and institutional communications. By implementing policies based on local values, educational administration serves not only as a technical tool for managing schools but also as a way to internalize cultural values, strengthen character, and become the school's symbolic identity. By implementing these policies, students become not only administrative subjects but also undergo a systematic and iterative process of acculturation.

Therefore, the results of this study indicate that methods for strengthening students' cultural identity require an administrative system that is responsive to local values, not just to learning. Educational administration serves as a tool for sustainable, consistent, and structural cultural transformation in the current situation. These findings open up new ground in educational management theory, demonstrating that administrative systems can shape cultural identity, instead of functioning as merely neutral or technical systems. Consequently, policies are needed that enable schools to develop contextualized administration, as well as training teachers and education personnel to understand the role of culture in educational management.

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